

Programme 115†.

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(September to December, 1929.
(January to March, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES.....

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Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 1-83 (selections from *I. Samuel*, chapters i.-xxvi).

St. Luke, chapters 1-7. Use *One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-). *The Saviour of the World*,* Vol. I. (P.N.E.U. Office, 3/-), pp. 1-52, with Bible passages from index.

Optional: (a) Peloubet's *Bible Dictionary* (R.T.S., 10/6), may be used for all names of persons and places. (b) Philips' *Handy Scripture Atlas** (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *Heroes and Writers of the Book of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6). *Egypt and Israel*, by Professor Flinders Petrie (S.P.C.K., 5/-), pp. 97-141.

For Sunday reading (optional):

‡ *The Master Thinkers*, by R. J. Harvey-Gibson (Nelson, 2/6), pp. 113-230. *Eton Fables*, by C. Alington (Longmans, 3/6). *The Last Secrets*, by John Buchan (Nelson,

† The 115th term of work set since the Parents' Union School began

‡ Books thus marked come to an end this term.

2/6), pp. 2-177. Read from Tennyson's *Poems* (Macmillan, 4/6). *A Missionary Pioneer* (Samuel Marsden), by Mrs. E. M. Dunlop (S.P.C.K., 1/6). For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1929). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings: For use in Opening School* (S.C.M., 3/-).

Sunday Occupations: A Book of Centuries: see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6). Make Christmas cards, with illuminated borders and lettering (e.g., British Museum Post Cards, Set B. 17, 1/-).

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for literature; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-179. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 97-132.

Literature (including holiday and evening reading).

Shakespeare's *Macbeth** (Blackie, 6d.). Tennyson's *Poems** (Macmillan, 4/6): *The Passing of Arthur*; *The Coming of Arthur*; *The Lady of Shalott and other Poems*. Morris's *Sigurd the Volsung** (Longmans, 2/3). *Selected Modern English Essays* (Oxford Press, 2/-): choose ten essays. Read from Shakespeare to Hardy, *An Anthology of English Lyrics** (Methuen, Third Edition, 1928, 3/6), contemporary (1880-1927) poets. *A History of English Literature for Boys and Girls*,* by H. E.

Marshall (Jack, 10/6), pp. 620-679. *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A Short History of Great Britain since 1714,* by R. B. Mowat (Oxford Press, 3/6), pp. 637-753 (1880-1927), Finish a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *The Times* Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), (1880-1927), contemporary history from pp. 697-805 (omit set questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 295-376 (700-445 B.C.) (omit set questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 73-94. North's Plutarch's *Lives: Alexander** (Blackie, 10d.), pp. 9-65 (first half). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). ~~Read from~~ *Days to Remember*,* by John Buchan and Henry Newbolt (Nelson, 1/9), pp. 109-200.

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Book, V.,* (Kegan Paul, 5/-), pp. 161-172, and 268-300 (S. Africa, Polynesia, Australia and New Zealand). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 143-172, and 254-292. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 286-347. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week.

Natural History and Geology.[†]

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 1-42. *The Elements of Geology*,* by M. A. Johnston (Nelson, 3/6), pp. 81-144, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate, e.g., *Toadstools* and *Common Lichens* (S.N.S.U. leaflets, Nos. 21 and 26). The following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192. *A Voyage in Space*,* by Professor H. N. Turner (S.P.C.K., 7/6), pp. 123-164.

Hygiene and Physiology, Domestic Economy.

Physiology and Hygiene,* by J. Argyll Campbell (Bell, 3/6), pp. 66-111; omit set questions.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Vermeer (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the *Parents' Review*, for September, 1929. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 228-261.

French.¹ (See N.B. 3.)

L'Enseignement Littéraire du Français,* by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 19-26 inclusive. Teacher study preface. Read and narrate *Monsieur le Vent et Madame la Pluie*,* by P. de Musset (Hachette, Bibliothèque Blanche, 1/6), pp. 5-47. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,* Part II., by M. C. Gardner (Oxford Press, 1/9), §§ 53-58, inclusive. *Cæsar's Gallic War*,* Books I.-III., by C. Hignet (Oxford Press, 2/6), Book I., §§ 1-12, inclusive.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 19-22, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar,

[†] Overseas members see special leaflet.

¹ Schools may substitute the national language.

stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Nos. 1-12.

or, preferably, Italian.¹ (See N.B. 3.)

Italian Lessons and Readings,* by C. U. Clark (Harrap, 5/-), Lessons 13-15. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters 1-10 (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 113-124. Mensuration, sections 211-214. Revise back work; examples may be taken from Dr. Ballard's *Fundamental Arithmetic*, Book V. (London University Press, Teacher's Book 2/3, Pupil's 1/1).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 165-183. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138, and 140-147, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Designs with wild fruits for panels, tiles, etc. (see Glass, pp. 104-113).

Figures on horseback, children dancing, etc. Simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music.

In addition to usual work, choose and learn a suitable composition, by Bach. Teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

Bach, see article in the August *Parents' Review*. For reference: *Bach*, by B. L. Thomson (Sheldon Press, 4d.), or, *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

Music and its Story, by R. T. White (Cambridge Press, 5/-), pp. 1-63; teacher use appendices I.-IV. Beginners use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 118. A scene from Shakespeare. Two poems from anthology set. Two hymns.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Simpkin Marshall, 3/6), Books 5-8. Kipling's *Kim** (Macmillan, 6/-), or Dickens' *Martin Chuzzlewit** (Nelson, 1/6). Read from Tennyson's *Poems** (Macmillan, 4/6).

Singing.

Christmas carols from *The English Carol Book*, by M. Shaw and P. Dearmer, Series I. and II. (Mowbrays, 2/6 each, words only, I. and II. complete, 3d.). One or two of Bach's chorales: *Thirteen Chorales*, by Bach (Novello, 1/-) (see *Our Work*). Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Scandinavian Dances*, Series III. (Ling Association, Instructions 3d., Music 8d.). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey; Long-Ball; (*Rules*, Bourne & Co., 2d.).

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Make Christmas presents. Sent a stool with sea-grass (*Dryad Leaflet*, No. 43, 6d. [Materials from *Dryad Handicrafts*, 42 St. Nicholas Street, Leicester.]

Boys: *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Darn and mend garments for the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help make up a Christmas parcel for a family in a distressed area; an address can be had from Ambleside.

Teacher will find valuable help in the teaching of Drawing and all Handicrafts in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). (It is not suggested that stereotyped courses should be followed.)

N.B. 1.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). P.U.S. hatbands, ties, belts, badges and blazers obtainable at various prices. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM IV.

PUPILS' NAMES

Bible Lessons.

- I. 1. Describe Saul's victory over the Amalekites, his sin and its punishment.
2. Write a brief account of David's early life and his introduction to the court of King Saul. What lessons may we learn from David's fight with Goliath and his refusal of Saul's armour?
- II. 1. How was the vision of the "Desire of Nations" received by (a), Simeon, (b), Anna, (c), the Eastern sages? Quote not more than two or three verses each in (a) and (b).
2. What was the message of John the Baptist, and what answer did he give to the question: "What shall we do then?"
3. Describe fully the temptation of our Lord. Show how it helps and teaches us.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Selected Modern Essays,—*The House of Commons*, by Augustine Birrell, page 112, lines 6-18.

Composition.

1. Write some lines, in the metre of a poem by Tennyson, on one of the following,—(a), "Kim and his Lama"; (b), "Mark Tapley"; (c), "Sigmund"; (d), autumn colours and veils of mist.

2. Write a scene for acting from (a), *Kim*, or, (b), *Martin Chuzzlewit*.
- or, 2. Write an essay on one of the following,—(a), "A portrait"; (b), "Too many books"; (c), "A Master-thinker"; (d), Lhasa.

English Grammar.

1. Analyse, parsing the words in italics,—

"My purpose holds
*To sail beyond the sunset, and the baths
Of all the western stars, until I die.*
It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles,
And *see* the great Achilles, whom we knew."
2. Write notes on the uses of the following words,—*very*, *like*, *but*, *than*, *at*. Examples in sentences.
3. Write a short essay on the three main periods of the development of the English language.

Literature.

1. Compare and contrast the characters of (a), "Macbeth," and (b), "Lady Macbeth," quoting lines where you can.
2. Write an essay on Tennyson and his poetry, quoting passages that you have enjoyed.
3. From what source did Morris get the material for his *Sigurd the Volsung*? Give a résumé of Book II.: *Regin*.

English History.

1. "Rhodes as a young man saw visions, and in middle age saw some at least of his dreams come true." Write an account of Rhodes and his work, and show by what steps his dreams have been fulfilled in the Union of South Africa. Dates.
2. Write notes on two of the following,—(a), The Irish Agricultural Organisation and the Wyndham Act; (b), Free Trade and Protection; (c), Old Age Pensions and Insurance for Unemployment and National Health; (d), The rise of the Labour Government.
3. Describe briefly two of the following,—(a), the crisis of 1914; (b), the Dardanelles campaign; (c), the military effort of the Dominions and its recognition in the Imperial Conference of 1926.

General History

1. Give some account of the rise of Themistocles and the repulse and final defeat of the Persians. Dates.
2. Write briefly upon two of the following,—(a), The Russian Revolution; (b), President Wilson and the entry of America into the Great War; (c), the campaign on the French front.
3. Say what you know of the Treaty of Versailles and its outcome in the League of Nations.

Citizenship.

1. Show that the desire of knowledge brings our greatest joy. Why must we be on our guard against curiosity and emulation?
2. Give two instances to show how Plutarch makes plain "the natural disposition and manners of Alexander the Great."
3. The British Navy earned the title of the Silent Service during the Great War. Show why the silence was necessary, and give some account of the work of the Q boats.

Geography

1. Draw a rough sketch map of Australia, putting in the states, physical features and chief towns. (a), What reasons can you give for the rapid growth in the prosperity of the Commonwealth? (b), Give some account of New South Wales and its industries.
2. "English people are apt . . . to forget how very different Australia and New Zealand really are, both in their climate and in the problems of their government." Explain, showing in what the differences consist.
3. Write as fully as you can on the submarine deposits of the bed of the Atlantic. Drawings.

Natural History.

1. How would you recognise (a), a lancelet, (b), a river lamprey? Give the life history of the lamprey. Drawings.
2. Describe some typical mountain limestone country, explaining its characteristics.
3. What toadstools have you found this term? Describe three different kinds, with drawings, and say under what conditions you found them growing.

General Science.

1. Give some common examples to show that "all kinds of matter are on the same footing in regard to the three states," (gaseous, liquid and solid).
2. What is understood by Bode's Law? Show how it has helped towards discoveries in the planetary system.

Physiology and Hygiene.

1. Into what six classes are food substances divided? Arrange a breakfast, dinner and supper for one day which shall include what is necessary for proper meals.
2. Describe the work of the circulatory system in the body, and show how it is controlled by the heart. Diagram.

Picture Study and Architecture.

1. Describe Vermeer's "The Letter," giving a rough sketch of the composition of the picture.
2. It is said that in England the early nineteenth century was one of revivals in architecture. Give some account of these revivals, stating where examples may be seen.

French.

1. (a), Describe in French what happened when Jean-Pierre struck Monsieur le Vent's little silver barrel, or, (b), write an essay on "Les Vents de l'Automne."
2. Translate p. 66. *L'Enseignement Littéraire du Français*, Vol. I., "We saw . . . that country."
3. Parse in French each word in the following sentence,—
"Nous aperçûmes ces deux chiens noirs qui aboyaient contre votre chat."

Latin.

1. Translate: (1) When the dolphin saw the boy he came to him. (2) After the enemy attacked the town, things were difficult for many continuous days.
2. (a), Translate the first 7 lines of § 58 (Latin Book for Beginners, Part II.). (b) From this passage parse "mole" and "litora."
3. Cæsar, (a), Translate Book I., § 12, "Flumen est Arar . . . abdidit." (b), Read again the Latin of the passage translated, then write a narration in Latin.

German.

1. Translate into German, page 185, IV., Reproduction, sentences 1-6.
2. Make sentences, using the prepositions,—*durch*, *für*, *auf*, *mit*, *nach*.
3. Write in German six sentences of a story about "Die Argonauten."

or Italian.

1. Translate into Italian, Exercise B, page 76, sentences 1-6.
2. Conjugate the present and indicative of (a), *audare*, (b), *venire*.
3. Write six sentences of a narration of a story from *Il Piu Felici Bambino del Mondo*.

Arithmetic.

1. What per cent. of £1 : 12 : 6 is $2/8\frac{1}{2}$?
2. 24 yards of material bought at 8/9 per yard are sold at a loss of 5%; what was the total selling price?
3. A man buys £950 worth of goods and gets a commission of $\frac{5}{8}\%$ on them. How much is his commission?

Geometry.

1. Prove that if two chords of a circle are equidistant from the centre they are equal.
2. Prove that the angle which an arc of a circle subtends at the centre is double of that which it subtends at any other point on the remaining circumference.
3. Show that the four bisectors of the exterior angles of any quadrilateral form a cyclic quadrilateral.

Algebra.

1. Plot the graph of $y = x(x+2)$ and find the minimum value of the expression.
2. A number of two digits is 10 less than 7 times the units digit. The sum of the digits is 7. Find the number.
3. Factorise: (i.) $x^2 - 5x - xy + 5y$. (ii.) $x^2 - xy - 20y^2$. (iii.) $85 + 12x - x^2$. (iv.) $18x^2 - 242$.

Drawing (with brush and in colour).

1. Make a design with a wild fruit and leaves for a panel.
2. Some children at play.

Musical Appreciation.

What music by Bach have you heard? Write your impressions of any one of the compositions.

Recitations *

Father to choose two Bible passages and a poem.

Reading. *

Father to choose a poem and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 9th. Papers to be posted on Saturday, 14th, *with no other enclosure*. Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.